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**COMMENT AND CONJECTURE ON GREEK HISTORIANS (Caskey,
Riess)**

MARC-ANTOINE MURET (Rowell)

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COMING ATTRACTIONS

MAY 16 Pennsylvania State College

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PROGRAM

9:30 A.M. Speaker: Professor Horace W. Wright, Lehigh University

Topic: A Challenge to the Teachers of Latin

10 A.M. Conferences:

On Cicero and Vergil, conducted by Dr. Ellis A. Schnabel, Philadelphia

On Elementary Latin, conducted by Miss Mary E. VanDivort, New Castle

12 NOON Luncheon (Reservations may be made until May 1 with Miss Catherine E. Lobach, High School, Abington, Pennsylvania)

1:30 P.M. Conference on Testing, conducted by Miss Juanita M. Downes, Cheltenham High School, Philadelphia, and Torrence B. Lyons, Carrick High School, Pittsburgh

2:15 P.M. Speaker: Dr. Robert H. Chastney, Principal, Townsend Harris High School, New York
Subject: Fastigia Rerum

JUNE 4-5 Cedar Crest College

ELECTRA OF EURIPIDES

Outdoor production of the Gilbert Murray version at 6:30 P.M. No tickets required.

JUNE 22-JULY 11 College of William and Mary

ANNUAL INSTITUTE ON THE TEACHING OF LATIN

Director: Professor Anthony P. Wagener

Associates: Professor George J. Ryan, College of William and Mary; Miss Geraldine Rowe, Matthew Whaley School, Williamsburg; Professor Walter Miller, University of Missouri

JUNE 29-JULY 1 Denver

AMERICAN CLASSICAL LEAGUE

Chairman of Local Committee: Professor E. D. Cressman, University of Denver

JUNE 4-JULY 14 University of Texas

CONFERENCE FOR TEACHERS OF LATIN

Director: Miss Minnie Lee Shephard

Subject: The Teaching of Second-year Latin

COMMENT AND CONJECTURE ON GREEK HISTORIANS

Herodotus and Homer

The Homeric qualities of Herodotus' work are mentioned by almost all the historians of Greek literature. Our attention is called, and rightly, to many parallels: the charm of the language itself, the rapidity, the relish for bold deeds, the sympathetic portrayal of women, the rôle of divinity, the moments of joy and the persistent note of sadness. Strikingly evident, even to the least sensitive reader, is also the mastery shared by Homer and Herodotus as tellers of tales. In this connection, it seems to me there exist certain specific parallels that have been too often overlooked. (I suppose that they have not been entirely unnoticed, though I have not found an adequate statement of the points in question.) To the learned these will perhaps be too well known to cite, but some reader may find them enlightening.

The fine artistry of Herodotus is to be seen not only in the recounting of episodes but in the construction of his work as a whole. He is not only speaking of the exploits of the antagonists, the *μεγάλα τε καὶ θυμρωστά*, but he is telling us, at length, the causes of the war, *δοῦ ἦν αἰτίη ἐπολέμησαν*. It is well to examine the structure of the sentence (I, proem); this clause is not parenthetical, as some have thought, but occupies a position of emphasis, at the end.

Compare the opening lines of the Iliad. Homer will tell us not only of the *μῆνις οὐλομένη*, the *μυρία ἄλγεα*, and the *ἰθίμοις ψυχαὶ γρίπων*. He asks also a question full of meaning, which looks beyond the quarrel of Achilles and Agamemnon to the wider struggle of Greeks and Trojans, and to the answer already anticipated in the words *Διὸς βούλή*:

τίς τἄρ σφωε θεῶν ἔρδι ξινέηκε μάχεσθαι;

Achilles, the chief hero, is absent from the scene during the greater part of the Iliad. This is not because Homer failed to think of enough things for him to do; most assuredly not because the poem is a series of "lays." It is because Homer, with an astounding dramatic artistry and a creative imagination (in the illuminating phrase of Charles Morgan's) unequalled by any other poet, knew how to magnify his hero as it were by the reflection of his image. The greatness of the other Achaeans is surpassed by the greatness of Hector. Only Achilles is left, at the pinnacle. Homer does not labor the point, but here and there he makes his meaning clear, speaking (*παῦρα μὲν ἀλλὰ μάλα λιγέων*) to those who will hear, as in 5.788-91:

*ὅφρα μὲν ἐς πόλεμον πωλέσκετο δῖος Ἀχιλλεύς,
οὐδέ ποτε Τρῶες πρὸ πυλάων Δαρδανίων
οἴχνεσκον· κείνον γὰρ ἐδείδισαν ὄβριμον ἔγχος·
νῦν δὲ ἐκὰς πόλιος κοίλης ἐπὶ γηνοὶ μάχονται.*

Herodotus' protagonist, Hellas, is also off-stage for much of the time, but not primarily because she is

'crowded off. The tales of Egypt and Babylon are indeed wonderful enough in themselves. The reader, like the author, seeks no reason for their inclusion, and the charm of their telling is so great that it often blinds us to their full significance. For a true appreciation of Herodotus, however, we cannot afford to stay permanently blinded. By the magnification of the adversary it is the glory of the Hellenic achievement that is magnified. The barbarians, like the Trojans of Homer, are shown in all their greatness; but they come off second best.

We need not assume that Herodotus was consciously copying the Homeric pattern, but since his theme is essentially Homeric we ought not to be surprised to find the literary structure of his work perceptibly influenced by the epic which he knew well.

JOHN L. CASKEY

UNIVERSITY OF CINCINNATI

Thucydides 8.66

This passage of Thucydides furnishes an interesting parallel to procedures in the totalitarian countries. After the revolution of 412 B.C. no more than five thousand people were allowed a part in the administration of public affairs. These were selected from those who possessed property and such personal qualifications as made them agreeable or useful to the real rulers. This grant of participation was merely a "face," for only those who were active in the intended change were to retain the real power.

Popular assembly and senate (the 500) were still permitted to meet, just as they are in modern totalitarianism. But their deliberations were limited to what had been approved by the "party leaders." From these the speakers were chosen and all speeches to be delivered had first to be approved. There was no opposition, because people were afraid. If anyone dared to voice his dissent, ways were found to put him out of the way (concentration camps, purges), nor were the perpetrators of his murder ever brought to trial. The populace was so frightened that they kept silent and considered it a kindness even then if they were left alive. In their fear they believed the party much stronger than it really was. Nor could they complain to one another, because everyone distrusted all others.

ERNST RIESS

SCARSDALE, NEW YORK

While *Comment and Conjecture* has been growing into a fixed title for this new department in *CLASSICAL WEEKLY*, there have been days on which a more suitable title might have been "Compliment and Objection." Readers unanimously approve of occasional groupings of notes on single topics, but everyone asks why we do not devote a few columns to one subject or another. All suggestions are being hoarded for Volume 36.

EDITOR

MARC-ANTOINE MURET

A SIXTEENTH-CENTURY CLASSICIST AND HIS WORK

The subject of the paper I am about to read¹ was chosen with an eye to the present occasion. We have come together for a reason that needs no justification. It is right and natural that men and women who pursue the same work should meet for the express purpose of discussing it both formally and informally, and, in so far as they are willing to learn from one another, such a meeting as this is a highly profitable experience. That it is equally pleasant hardly needs mention. For, idle views notwithstanding, the talking of "shop" is an agreeable and stimulating business when "shop" is worthy and interesting in itself, and over two thousand years of human experience have shown, at least to our satisfaction, that we have something worth talking about. Nor is the renewal of old friendships and the livelier sense of professional solidarity which comes from meeting as an organization an unimportant part of the profit and pleasure.

Hence, it seemed appropriate to the spirit and purpose of the present occasion to look back for a few moments upon a distinguished member of our profession in the sixteenth century in order to present a brief sketch of his career and to describe his attitude toward various aspects of his work, under the different conditions which prevailed at his time. His name was Marc-Antoine Muret² and it may not be familiar to all for, unlike Scaliger or Casaubon, Muret made no monumental contribution to the knowledge of classical antiquity or to the science of its investigation. Yet, Muret was a great scholar in the opinion of his contemporaries and, if we are willing to judge him by their standards, we shall have to concur with their opinion. In judging him in this way, the vantage point of time, of course, is sacrificed. But I confess freely that in this paper I am more interested in Muret as a man within his period than in evaluating by our present standards the contributions which he may or may not have made to our permanent thesaurus of classical scholarship.

Marc-Antoine Muret was born at Muret in Limousin on April 12, 1526. After instruction at home, he was

¹This paper was read at the meeting of the Classical Association of the Atlantic States in New York City on April 24, 1942.

²Evidence for Muret's life comes chiefly from his own works, the letters and prefaces in particular. I shall refer to the edition of the *Opera Omnia* published by Ruhnken (Leyden 1789, in four volumes). The only detailed modern biography known to me is that by Charles Dejob, *Marc-Antoine Muret, Un professeur français en Italie dans la seconde moitié du XVI^e siècle* (Paris 1881). Of the earlier biographies that by Pietro Lazzari first published in 1758 and republished by Ruhnken, 4.517ff., contains all the essential facts. For a shorter notice, see Sandys, *A History of Classical Scholarship*, 2.148ff. To save space I shall not document chronological and biographical details the evidence for which can easily be found in Lazzari or Dejob.

sent to Poitiers to study law. There, as he confesses in later life (1824), he could not abide listening to any professor for more than three days on end and, although he expresses regret for this youthful perversity, unlike most regrets of this sort, it could scarcely have been inspired by the realization of wasted time. Muret was naturally curious, ambitious, and able, and we should rather consider him one of those rare and brilliant students who are impatient of formal instruction because they can and do learn more, and that more quickly, when left to their own devices. At any rate, at the age of nineteen Muret was already lecturing on Cicero and Terence at the archiepiscopal college of Auch, while a year or so later he returned to Poitiers to teach. For lack of evidence, I must leave to your imagination the reception which he was accorded by his former professors.

From Poitiers Muret removed to Bordeaux where we find him at the Collège de Guyenne in 1547. This move brought him a remarkable colleague and a remarkable pupil. The former was a Scot who was destined to become one of the greatest Latin poets of the Renaissance, George Buchanan;³ the latter was a French boy of six who had been brought up to speak Latin so well that his teachers, including Muret, were embarrassed by his ability. It is suitably ironic that this pupil of Muret whose name was Montaigne states in later years that he left the Collège de Guyenne "sans aucun fruit que je peusse à présent mettre en compte."⁴

There follow years in Paris which Muret must have found good. His lectures were thronged and there was no lack of learned company. Turnebus was Royal Reader in Greek and Dorat was teaching at the Collège de Coqueret. Perhaps it was the influence of Turnebus which was largely responsible for Muret's first publication on a Greek author: a commentary on the Nicomachean Ethics of Aristotle published in 1553. But, be that as it may, we can more clearly discern the conditions under which Muret published his *Juvenalia* at the end of 1552.

Muret had met the poet du Bellay at Poitiers. It was at Paris, probably, that he met the other members of the gifted constellation, Baïf, Jodelle, and Pierre de Ronsard. These men, we must remember, had studied the classics well and the fruits of this study can nowhere be seen to better advantage than in *Les Isles Fortunées*, a poem dedicated by the greatest of them, Ronsard, to Marc-Antoine de Muret.⁵ It is an invitation

³See the recent discussion of this remarkable poet by Leicester Bradner, *Musae Anglicanae*, 130ff.

⁴Montaigne, *Essais*, 1. No. 25.

⁵First published among the poems added to the second edition of the *Amours* published in 1553. In Laumonier's edition of Ronsard (*Société des Textes Français Modernes*) it is printed in 5.175-191.

tion, inspired by Horace, Epode XVI, to escape a sick world by flight to the "blessed isles" where Muret, as another Orpheus or Musaeus, will captivate the company by reciting classical poetry and cast a spell on brute Nature herself. Here, then, is Muret, the bard, the teacher par excellence, of a group which will include du Bellay, Dorat, and Belleau, to say nothing of Ronsard himself. It is a generous tribute to the friend who had addressed a poem to Ronsard as *Gallicorum Poetarum facile principem* (1.730) and an honorable requital for Muret's French commentary on the second edition of Ronsard's *Amours*.⁶

As to the *Juvenalia* which were published at the insistence of Baïf and Jodelle (1.662), they show clearly why Ronsard did not make Muret the singer of his own poetry in the *Isles Fortunées*. This book is a 'lana satra' including a tragedy, elegies, satires, epistles, and odes. To one who is at all familiar with the best Latin poetry of the Renaissance, the poems are disappointing. They are the product of a mind which has been drenched in classical Latin poetry and which recalls what it has read, consciously or unconsciously, with startling facility. This, of course, is to be expected in a Renaissance poet. But the fatal flaw is this: Muret lacked the poetic genius to make this material his own and the reader who is familiar with the classics is often left with the impression of a cleverly devised cento of reminiscences. Furthermore, the odes are labored, the epigrams often lack liveliness and point, and the satires are more angry than witty. The outer metric is, of course, correct but Muret allows himself inner patterns which would be found with difficulty in the best classical writers. In sum, Muret was not a poet, though he could command the affection and respect of the best poets of his day.

In the preface to the *Juvenalia* (1.659ff.), we find Muret's earliest pronouncement on poetry. He is struck by the fact that there has been a dearth of poets in France, not only in Greek and Latin but also in the mother tongue. For a long time, he writes, the poets writing in French have composed verses capable of delighting idle females (*otiosas mulierculas*) but incapable of holding the attention of learned men. Ronsard was the first to achieve perfection and that only after studying the classics with Dorat and embellishing his writings with foreign riches. Baïf, du Bellay, and others followed Ronsard's example with comparable success. In Latin, however, the same cannot be said. But, when Dorat publishes his poetry, then no longer will France have to envy Italy her Pontanos and Sannazaros. As to his own poetry, Muret continues, he wrote much of it in his youth imitating the ancients to the best of his ability. Some of it he later consigned to flames; some

⁶4.411ff. The notes printed on 513f. do not seem to have been written by Muret; see Laumonier, op. cit., 5.XXVI.

he preserved and it is the latter, refurbished in his spare time, which forms the contents of his volume.

Now I would call your attention here to the emphasis laid by Muret upon classical imitation. Knowledge of the classics, it is implied, is the condition which the poets of the *Pléiade* fulfilled to achieve great French poetry. In writing poems, Muret himself imitated the ancients. Clearly Muret was not one to think highly of native wood-notes wilde.

Yet, he was not one either to overlook a difficulty which faced the Latin poets of the Renaissance according to his standards. In the preface to his commentary on Cicero's *Catilinarian orations* written some four years later, Muret speaks of these poets as follows: "If they bring something which is not drawn from an ancient source, they are rebuked; but if by wretched toil they achieve poetry in which there is nothing which does not appear to have been imitated and fashioned after the ancients, then anyone will prefer to read and imitate the ancients themselves" (2.525). To prove the truth of his contention, he mentions Bembo and others whose verses and prose are no longer read in spite of their classical elegance. But, he adds in contrast, their scholarly works are studied more and more from day to day.

Here, I cannot help believing that Muret was largely moved by personal experience. Although we must concede that the difficulty which he described was real, it was one which could be surmounted by true poets. To mention but two, Buchanan did it with his wonderful originality; Pontano with his great gift of making classical reminiscences his own. Muret simply lacked the poetic ability to do as well and, although he did venture again into Latin verse in later years, he would still have but little claim to the attention of posterity had his reputation depended on his poetry.

Muret left Paris for Toulouse at the end of 1553 where he lived the darkest chapter of his life. He fled the city in 1554 charged with an offense against public morals. Some of his biographers have been at pains to refute or obscure the evidence and, to be just, we do not know what Muret might have said in his own defense since he was condemned in absentia. Nevertheless, his hasty flight adds weight to the reports of his contemporaries that he had been guilty of the practice of which he was accused. Muret was burned in effigy and it was only years later and through the influence of powerful patrons that he obtained permission to revisit his native land.

Muret fled to Venice and the reasons which he gives for undertaking the trip are worth contrasting with what we know of his departure from France. In the preface to his *Catullus*, dedicated to Bernardino Laureano on October 15, 1554, he states that he had come to Italy as a place which the true lover of antiquity could not fail to visit and to make the acquaintance of

its learned men, Paulus Manutius in particular (2.711). This man was the son of Aldus Manutius, the founder of the press which bears his name, and a worthy successor to his father both as printer and scholar.⁷ Muret adds that he had hardly set foot within the city before being admitted to Manutius' friendship. Within the same year, the latter began to publish Muret's editions and commentaries.

At this time, public professorships in Venice were awarded after public trials. Through the influence of his Venetian friends Muret was admitted to candidacy and his Latin oration won him one of the six chairs of Humanities which had been established in 1551. He remained its occupant until the beginning of 1558.

Among the works of Muret published by the Aldine Press is an edition of Terence which appeared in 1555. In its preface he gives us a clear exposition of his attitude toward the Latin language at that time (2.651ff.). Attacking the problem why so few men of his day reflect in writing or speech "imaginem aliquem antiquae illius Romanae orationis," he finds four reasons. The first is the lack of natural ability. The second is the opinion that efforts in the cultivation of style should be expended on modern languages. This perverse opinion, Muret exclaims in horror, has become so widely disseminated that innumerable young men of parts have been drawn away from the study of those languages "quibus omnis humanitas, omnis doctrina elegans, omnis antiquitatis memoria continetur." Indeed, there is danger that there will soon be left but few men capable of upholding the reputation of the Italians as the only people who use Latin wisely and well. The third reason is the faulty methods of the transalpini who do not take Cicero, Terence, and Caesar as their models but form their own styles and are content if they have expressed their thoughts in an understandable manner. The fourth reason is lack of perseverance.

In contrast, Muret gives us himself. He has always considered pure Latinity a great and illustrious virtue, he has spared no pains to acquire it, and he has gone to the purest sources, the three writers mentioned above and those who resemble them most closely. There follow a few deprecatory remarks as to his own ability, then notice of his study of Terence as second only to Cicero and of his accession to Manutius' desire to issue an edition of Terence from his pen.

In this connection, it must first be conceded that apart from convention the deprecatory remarks are entirely idle. Muret was one of the greatest, if not the greatest master of Latin prose of his day and age. In the words of Sandys, he "exhibited the closest affinity with Cicero in his genius for lucid expression, in his graceful and refined urbanity, and in his natural sense

⁷See the biography in A. A. Renouard, *Annales de l'imprimerie des Alde*³ (Paris 1834), 425ff.

of harmony and rhythm."⁸ But, in spite of the great influence of Cicero, Muret was never a Ciceronian in the sense in which the term was accepted in his own day.

At this point I wish to remind you that the cultivation of Cicero which had begun with Petrarch had reached a state of such slavish imitation by the beginning of the sixteenth century that it had provoked the witty castigation of Erasmus' Ciceronianus. As is usually the case in such matters, the criticism, though moderate and eminently sane, resulted chiefly in a flood of refutations and counter-refutations in which the pure cause of Ciceronianism was likely to disappear under the cloud of personal abuse.

In Muret's time the index of Nizolius was the final court of appeal of the professed Ciceronians. It claimed to contain Cicero's complete vocabulary and the use of a Latin word not attested therein was sedulously avoided by the true Ciceronian. Muret, however, knew of certain Ciceronian words which Nizolius had failed to record and he decided to give his purist friends a little lesson in the ridiculous. He uttered them in their presence with the desired effect: frowns, contortions, whispering, and finally the open accusation that he was treating his friends badly. Muret wagered that Cicero himself was alone responsible for their excruciating torture and, when the wager was won, then, to use Muret's own words, iam voces illae omnem duritiam atque asperitatem deposuerant; iam lenes, suaves, jucundae auditu factae erant et, ut lupini aqua macerati, omnem amaritatem exuerant simul atque eas Ciceronis esse constiterat.

This celebrated anecdote from Muret's own pen (2.340ff.) was published in 1580 and the passage in which it appears gives further evidence of the reasonable attitude which he had gradually adopted in this matter of stylistic models. As we have seen, there had been a day when Cicero and a few other Republican authors had alone been considered worthy of this office. Now, as he honestly confesses, it is not only Seneca and Livy, Tacitus and Suetonius whose words he has learned to pronounce boldly, for who of the ancients, as he says in his own defense, ever affirmed that they spoke Latin badly, but even Apuleius, Cassiodorus, and Sidonius Apollinaris on whom he has drawn to enrich and embellish his style. Thus we have in the mature Muret an example of a man who subjected himself to a severe stylistic discipline in his earlier years without going to the fashionable excesses of his time and who later built widely and well upon the firm foundations which he had laid. I think you will agree in principle that this is a good way of doing. In Muret, the practical results were no less than admirable.

After a short stay in Padua, whither he had removed

⁸Sandys, *Harvard Lectures on the Revival of Learning*, 168. On Ciceronianism in general see *ibid.* 145ff.

from Venice, Muret entered the service of Hippolytus, Cardinal of Este, at Ferrara. This was the beginning of a generous and sympathetic relationship which persisted until the Cardinal's death in 1572. Muret accompanied his patron to Rome in 1559 and was permitted to return to his native France in 1561 when the Cardinal set out for the Colloquy of Poissy. Although he had written to Lambinus some three years earlier, "ego et Gallus sum et me, quam diu vivam, Gallum profitebor" (1.383), he has had enough of France by the winter of 1562 and longs for Italy and the Tiber (1.442-4). There is delay, but finally in November 1563 Muret has returned to Rome and been appointed professor of moral philosophy.

It is now time to consider him as a teacher and in this connection it will be profitable to recall the conditions of a professorship in Italy at this period.⁹ To put it mildly, they were not liberal nor were they what we today would term conducive to scholarship. Routine subjects had to be taught and a scholar's own interest in a particular field of investigation was not allowed to interfere with his formal courses. When a truly remarkable investigator like Sigonius was forced to interrupt his historical research in order to prepare and deliver lectures on rhetoric, it is not surprising that many scholars considered their teaching an odious if unavoidable way of making a living.

Muret, on the other hand, had little reason for feeling repugnance to his work. Apart from the fact that his academic duties gave him the opportunity to exercise one of his greatest gifts, his eloquence, there was little or no conflict between what he taught and what he wrote. Classical literature was his greatest love and he was free to choose the authors whom he would use as the foundation of his courses in moral philosophy and rhetoric. Hence he wrote on what he taught and taught what he had written, and, although this was expedient, it did not involve a sacrifice of his natural inclinations.

My mention of philosophy and rhetoric leads me to another point. In Muret's time, the principal conflict in academic circles was between rhetoric or the art of eloquence in general and philosophy. With regard to it, Muret seems to me to have taken an eminently reasonable stand (1.32ff.). He was too much a master of words and too steeped in classical form to brush aside the art of expressing oneself clearly, effectively, and agreeably as a triviality. He was also too learned and had too much common sense not to recognize the fundamental importance of commanding the fact or thought behind the words. Consequently, he maintained that a knowledge of both was necessary in a man's education and, what is more, he could stand before his listeners as a significant illustration of his contention.

⁹Dejob has some very interesting pages on this subject, 94ff.

Lastly, I would say a word about Muret's conception of the practical value of the classics. As a reasonable man he knows that practical wisdom (*prudentia*) does not come of itself from reading (3.733-4). He also recognizes that some authors can be made to contribute more than others toward equipping man for living in the society of his fellows. He distinguishes between those who study in order to free themselves of the world by meditation on higher things and those who study in order to become better and more effective citizens. For the latter, Xenophon, Plutarch, and Tacitus will be the best guides with parts of Plato and Aristotle.

Again, the same attitude is clearly expressed at the beginning of his commentary on Tacitus (4.1-2) where he informs his students of the method he will pursue. In each lecture he will begin with a factual commentary on the portion of the text which is to be discussed. Next, he will treat it from the point of view of language and style with particular attention to eloquence. Lastly, he will use Tacitus to teach his students practical wisdom and especially that wisdom which pertains to man's condition as a citizen.

This view of the classics as a source of practical wisdom and an invaluable factor in the formation of the educated man is familiar to all of us under the general name of Humanism and we would be surprised not to find it in a celebrated teacher of the sixteenth century. But I would also call your attention to the sound commonsense with which Muret handles the accepted view of his time. He makes no exaggerated claim that all the classics are equally profitable to all men whatever their pursuits and interests. Rather, he makes distinctions according to the effectiveness with which given works can be made to serve given human purposes. He knows that Catullus on love, Plato on the soul and Plutarch on the lives of great men all have their place in the mind of the educated man. But he also knows that one cannot be a substitute for another and that, in teaching the classics as in teaching any other literature, it is necessary to know what the end is in a particular case in order to select the best possible means of achieving it.

Muret continued to live in Rome until his death. In addition to his academic work—and not the least part of it was introducing Cujus' method of studying Roman law to the Italians—he was called upon often to make public orations. Montaigne states that France and Italy recognized him as the best orator of his time¹⁰ and this is an added tribute to his Latinity for Muret spoke publicly only in Latin. The occasions of his orations are wide and varied. He spoke on behalf of kings before the Holy See; he delivered the funeral orations of Pius V and his beloved patron, the Cardinal of Este; he voiced the jubilation of Rome when Marc

¹⁰Montaigne, *Essais*, 1. No. 25.

Antonio Colonna returned victorious from the battle of Lepanto. And, whatever the occasion, the style was worthy of it and worthy also of the great Roman orator whom Muret needed to imitate no longer because he had made his way of speaking entirely his own.

Muret died in 1585 at the age of fifty-nine, and his tomb can be seen today near the high altar of Santa Trinità dei Monti. He had taken holy orders nine years before but had continued with his teaching until a year previous to his death. On resigning his professorship, he had begun an edition of the complete works of Seneca. I could tell you much more about Muret as a human being, things both pleasant and disagreeable. On the one side of the scale there would be his loyalty to his patron, his affectionate care of his orphaned nephew, his devotion to his pupil Beucus, and his friendship with Manutius; on the other, no little bigotry, some avarice, and the inability to rise above an

injury, as is attested by his conduct after the death of Lambinus. Yet, it is idle to attempt to balance such imponderables. At best they can be understood, and we have no time for that now.

So in closing I would like to return to Muret's work for a final time. At the end of an address to his students on eloquence, he speaks as follows: "For my part, I shall nowhere fail you in so far as I am able. I shall teach, remind, insist, urge, and arouse, and, if there is need, I shall rebuke and scold. Do not expect me to flatter you. I shall look down on you, if you look down on learning. But, if you love learning, then I shall be devoted to your interests and do my best to give you just cause for loving me in turn" (1.172). These are the words of a great teacher and we may remember them with profit.

HENRY T. ROWELL

THE JOHNS HOPKINS UNIVERSITY

ANNUAL MEETING

The thirty-fifth annual meeting of the Classical Association of the Atlantic States was held at the Hotel New Yorker, New York, April 24 and 25, 1942.

The first session was begun at 2:50 P.M., in the North Ballroom of the hotel, with Professor Ernst Riess presiding. The following papers were read: Some Highlights in Classical Astronomy (illustrated), Dr. William H. Stahl, New York University; A Century of Illustration of the Classics (illustrated), Professor Hellmut Lehmann-Haupt, Columbia University; A Projected Prosopographia Christiana, Dr. Joseph F. M. Marique, S. J., Fordham University; A Sixteenth-Century Classicist and His Work, Professor Henry T. Rowell, The Johns Hopkins University.

A business session was held between the second and third papers, at which committees were appointed and reports were heard from the Editor of *CLASSICAL WEEKLY* and from the Secretary-Treasurer. Both reports were approved by the Association.

At the annual dinner, held in the Ballroom, Professor James Stinchcomb, University of Pittsburgh, presided. Greetings were brought by Miss Dorothy M. Bell, President of Bradford Junior College, representing the Classical Association of the Middle West and South, and by Mr. Goodwin B. Beach of Hartford, Connecticut, President of the Classical Association of New England. The main address was delivered by Professor Mark Van Doren of Columbia University: Spectacle and Vision in the Greek Tragedy.

The Saturday program was begun at 10:30 A.M. with Professor Ernest L. Hettich of New York presiding. The following papers were read: The Work of the Pennsylvania Committee on Syllabus and Integration, Miss Esther M. Smith, Peabody High School,

Pittsburgh; A Linguistic Code, Dr. John F. Gummere, William Penn Charter School, Philadelphia; The Limits of Translation, Professor Gilbert Highet, Columbia University; Thucydides, Teacher of Public Speaking, Professor Charles Dwyer, New York University; Lucretius, 500 A.D., Professor George D. Hadzsits, University of Pennsylvania.

At 2:30 P.M. the second business session was held. President Hadas, who presided, reported that the Executive Committee had appointed a committee with power to act, to provide for the future of *CLASSICAL WEEKLY*, and that the members were: Casper J. Kraemer, Jr., James Stinchcomb, and John F. Gummere. He also reported that both the Editor of *cw* and the Secretary-Treasurer of the CAAS had agreed to continue in office for the present. The following slate, offered by the Committee on Nominations, was elected by voting that the Secretary-Treasurer be instructed to cast one ballot for the nominees: President: Miss Edna White, Dickinson High School, Jersey City; Vice-Presidents: Professor Ernest L. Hettich, New York University; Professor Franklin B. Krauss, Pennsylvania State College; Members of the Executive Committee: From New York, Dr. Bluma L. Trell, Hunter College; Dr. Thelma B. DeGraff, Hunter College High School; Professor Donald B. Durham, Hamilton College; From Pennsylvania, Miss Helen S. MacDonald, Friends Select School, Philadelphia; Professor H. B. Ash, University of Pennsylvania; From New Jersey, Dr. Walter N. Myers, Camden High School; Sister Marie-Victoire, College of St. Elizabeth; From Delaware, Miss Julia M. Jones, Tower Hill School, Wilmington; From Maryland, Professor Henry T. Rowell, The Johns Hopkins University; From District of Columbia, Mr. Robert S.

Lyle, Sidwell Friends School, Washington; Secretary-Treasurer, Dr. John F. Gummere, William Penn Charter School, Philadelphia.

Professor Ernst Riess then presented a concern for the duties and obligations of the teacher of the classics in the present crisis. Upon motion, Professor Riess was appointed chairman of a committee to act upon his recommendations and was given power to appoint other members. His statement, in full, follows this account of the meeting.

The report of the Committee on Resolutions was adopted.

The following papers were then read: What Can be Done for Greek? Dr. Thelma B. DeGraff, Hunter College; Cleon the "Demagogue," Professor Ernst Kapp, Columbia University; An Introduction to the Ara Pacis and the Mausoleum of Augustus (illustrated), Professor Shirley Smith, New Jersey College for Women.

STATEMENT BY PROFESSOR ERNST RIESS

The total war for national independence in which we are engaged has brought sharply to the fore the urgent necessity of re-thinking and re-shaping the liberal arts curriculum as a whole.

Together with this, the lingering problem of the place of classical studies in the curriculum and of its contribution to the welfare of the community and of the individual has thus been crystalized as never before and demands a thorough revaluation in the light of the war effort and of the problems posed by probable developments after peace has been restored.

It seems essential that this problem be approached not in a spirit of querulous resentment nor merely as a defense of the classics, but rather with regard for the defense of our country.

While it is self-evident that the classical studies, together with other disciplines in the liberal arts curriculum, cannot make a direct and immediate material contribution to the war effort, teachers of the classics have the opportunity and the duty to make a vital contribution to the education of the community and the individual in the national emergency by imparting a profound and true understanding of the culture of antiquity and its significance for modern democratic society.

This involves the complete review and overhauling of our present attitudes toward the presentation of the materials for instruction in the classical studies.

This body, representing as it does, a considerable number of teachers throughout the Atlantic States, is therefore urged to undertake such a review and reform, with the aim of determining the ways and means by which our discipline can make its maximum contribution.

EXECUTIVE COMMITTEE SESSIONS

The Executive Committee of the Classical Association of the Atlantic States met Friday, April 24, 1942, at the Hotel New Yorker, New York. Those present were: Moses Hadas, president of CAAS, presiding, Miss Edna White, Miss Juanita M. Downes, Russell F. Stryker, Donald B. Durham, Miss Shirley Smith, Miss Mary L. Hess, Franklin B. Krauss, Robert S. Lyle, Miss Helen S. MacDonald, John F. Gummere, James Stinchcomb, Goodwin B. Beach, and Ernest L. Hettich, chairman of the local committee. Professor Hadas, delegate to the New Orleans meeting of the Classical Association of the Middle West and South, and Professor Hettich, delegate to the New England meeting at South Hadley, reported interesting and profitable experiences.

Following a report from Mr. Lyle, it was agreed that this Association send a letter urging that a school in Washington, D. C. be named for the late Mildred Dean, and that the membership in general be asked to write as individuals and to request all classical clubs and societies to do so. Letters are addressed to Dr. Frank W. Ballou, Superintendent of Schools, Washington, D. C.

The Editor of *CLASSICAL WEEKLY* reported scarcity of time and labor, and difficulty in obtaining copy, especially reviews. He made the suggestion that an Editor be appointed who had the time for the exacting work.

The Secretary-Treasurer reported a continued gain in assets of cw with a decrease in those of CAAS. Upon his recommendation, it was voted that clerical assistance be charged in the proportion of $2/3$ to CAAS and $1/3$ to cw, instead of all to CAAS, as now; that another \$100 be returned by cw to CAAS in consideration of transfers of previous years in the opposite direction. The defense bond, voted to be purchased at a previous meeting, was reported as bought at \$370. The Secretary-Treasurer asked to be relieved of his duties on account of press of other business.

The pamphlet reply to "What the High Schools Ought to Teach" called "The High School's Obligation to Democracy" brought out jointly by CAMWS, CANE, and CAAS, was furnished to members of the Executive Committee, and wide distribution was urged. CAAS has bought 1000 copies.

At a special meeting of the Committee, held at luncheon in the Savarin Restaurant of the Pennsylvania Station, Saturday, April 25, 1942, the following decisions were made:

- (a) appointment of a committee concerning *CLASSICAL WEEKLY*
- (b) continuing the appointment of the present Editor
- (c) continuing the appointment of the present Secretary-Treasurer with power to employ sufficient addi-

tional clerical assistance, particularly for making new file cards made necessary by the complications of the combination offers and by the gradual using of all available space on the old cards, many of which were made by the late Professor Knapp.

RESOLUTIONS

Whereas, the thirty-fifth annual meeting of the Classical Association of the Atlantic States, held at the Hotel New Yorker in New York City, April 24 and 25, 1942, has been outstanding in the variety and interest of its papers, its atmosphere of good fellowship, the excellence of its attendance in view of the national emergency, and the convenience and attractiveness of its arrangements; Therefore, be it

RESOLVED: That the Association record its gratitude to the President and other officers for their diligent and successful conduct of its affairs; to the local committee on arrangements, under the able direction of Professor Ernest L. Hettich of New York University, for indefatigable efforts in insuring the success of the meeting; to those industrious educators who acted as managers of the excellent displays seen at the meeting, Messrs. Harrison S. Coday, Russell F. Stryker, and Jacob Mann, representing New York City public secondary schools, and to the many pupils and alert teachers who participated in the exhibition; to the supervisory officers and patrons who visited the displays and to the members of the Association who acted as judges; to the New York Classical Club, and especially its capable Secretary-Treasurer, Dr. Thelma B. De Graff of Hunter College High School, for their gracious hospitality in acting as host at tea Friday afternoon; and to the management and employees of the Hotel New Yorker for the efficient and thoughtful service furnished.

Whereas, *CLASSICAL WEEKLY* has been deprived of the invaluable services of its Associate Editor, Professor Jotham Johnson of the University of Pittsburgh, who is now serving in the armed forces of our country, and

Whereas, both the Association and the editorial staff keenly miss his scholarly devotion to his task; Therefore be it

RESOLVED: That the Association express its deep appreciation of Professor Johnson's untiring efforts in behalf of *CLASSICAL WEEKLY*; and be it further

RESOLVED: That this Association wish Professor Johnson as full a measure of success in his new field of endeavor as he attained in the world of scholarship; And be it further

RESOLVED: That these resolutions be spread upon the minutes of the Association, and that a copy of them be sent to Lieutenant Jotham Johnson, U.S.N.

Whereas, the Classical Association of the Atlantic States has in the death of Miss Mildred Dean sustained the loss of one of its distinguished members who

was for many years a leader in this organization, and who gave of herself unstintingly in furthering the causes of classical education; and

Whereas, the teachers of Latin in secondary schools have lost a valiant champion in the struggle to maintain the classical tradition in public education; and

Whereas, a great many of our members feel that in her passing they have lost a close personal friend; Therefore be it

RESOLVED: That this Association record the deep sorrow occasioned by her death; And be it further

RESOLVED: That this resolution be spread upon the minutes of the Association, and that a copy be forwarded to the Board of Education of the District of Columbia, and a copy to her family.

And be it further **RESOLVED:** That this Association express its gratitude to Professor Mark Van Doren of Columbia University for his inspiring address of Friday evening;

And be it further **RESOLVED:** That this Association record its appreciation of the scholarly and illuminating papers presented by Professor Hellmut Lehmann-Haupt of Columbia University and Professor Charles Dwyer of New York University.

Esther M. Smith
Robert H. Chastney
Donald B. Durham

CONDENSED TREASURER'S REPORT

The CAAS had a balance on April 22, 1941 of \$135.91. Receipts for the year amounted to \$1793.50 and expenditures to \$1909.35. The balance as of April 24, 1942 is therefore \$20.06.

The cw account had a balance on April 22, 1941, of \$908.24. Receipts for the year amounted to \$2052.25 and net expenditures to \$1962.00. The assets as of April 24, 1942, therefore amount to \$998.47. Of these assets, \$370 are in a defense bond; \$52.80 in paper bought in advance; \$89.72 in envelopes bought in advance; \$485.97 in cash.

The combination subscription of *CLASSICAL WEEKLY* and CJ was taken this year by 158 persons as compared to 128 last year. The new combination of the two offered to members of the CANE has already proved popular.

Interest amounting to \$20.00 was received from the mortgage bond held by the CAAS. The Endowment Fund has been increased, by the addition of \$24.24 in interest, from \$1608.56 to \$1632.80.

Subscriptions to CJ within the territory of CAAS this year rose from 437 to 450; those to our own publication dropped from 502 to 437. Subscriptions to the latter outside the territory dropped from 581 to 492.

John F. Gummere,
Secretary-Treasurer

ABSTRACTS OF ARTICLES

This department is conducted by Dr. Charles T. Murphy of Princeton University, Princeton, New Jersey. Correspondence concerning abstracts may be addressed to him.

Microfilm or photostat copies of articles abstracted may be obtained through Bibliofilm Service, Department of Agriculture Library, Washington, D. C. The charge for a microfilm copy of any periodical article, regardless of length, is 50c; film copying from books and serials is at the rate of 50c for each 50 pages or fraction thereof. Photostat charges are 10c per page, with a minimum charge of 50c for each item. The Service reserves the right to except material readily available elsewhere.

ANCIENT AUTHORS

Aeschylus. D. S. ROBERTSON. *The Delphian Succession in the Opening of the Eumenides*. It is suggested that Aeschylus means to equate the assumption of office by the first three holders of the Pythian oracle with the three great allotments of *γέρα* and *τιμαί* to the various gods by Ouranos, Kronos and Zeus: Ouranos gave the oracle to his wife Gaia, Kronos to his sister Themis, and Zeus to the Titanese Phoebe, sister of Themis. Phoebe then bequeathed the oracle to the young Phoebe later, who was not yet born at the time of Zeus' allotment.

CR 55 (1941) 69-70

(Armstrong)

Aristotle. P. CLOCHÉ. *La prétendue 'Constitution de Dracō'*. An examination of the resemblances between the constitution falsely attributed to Dracō (Aristotle, Ath. Pol. 4.1-4) and the constitution of 411 B.C. (ib. 30, 2-6) at the time of the revolution of the Four Hundred. Both documents were the work of members of the same party; the differences between the two documents prove only that members of the same party could disagree.

REA 42 (1940) 64-73

(DeWitt)

Livy. P. FABRE. *'Minime Romano Sacro'*. A note on Livy 22.57 and human sacrifices in Roman religion. Fabre takes exception to the common interpretation of the phrase 'minime Romano sacro' as evidence of the Roman abhorrence of human sacrifices. Such sacrifices were not unknown in Rome. The extraordinary thing about the sacrifices described in this section of Livy was that the victims were walled up alive 'in locum iam ante hostiis humanis imbutum.' This was 'minime Romano sacro,' the implication being that the previous slaying of human victims (as opposed to burying alive) was un-Roman, not that human sacrifices in general were un-Roman.

REA 42 (1940) 419-24

(DeWitt)

ART. ARCHAEOLOGY

Bader, O. *O Musterskoy stoyanke u Volchevo grota*. Continuation of an earlier report (VDI 6 [1939]) on Moustierian finds at the Grotto of the Wolf. Flint arrowheads are illustrated.

VDI 11 (1940) 198-200

(McCracken)

Blavatskiy, V. *Raskopki v Fanagorii v 1938-1939 gg.* Report of the excavations in 1938-9 at ancient Phanagoria, situated on the peninsula that forms the southeastern side of Lake Maeotis (sea of Azov). Houses, necropolis, fragments of Greek pottery, etc. Illustrated.

VDI 12-13 (1940) 287-300

(McCracken)

— *Raskopki v Fanagorii v 1940 g.* Discoveries at Phanagoria in 1940. See his earlier report (VDI 12-13 [1940] 287-300).

VDI 14 (1941) 220-2

(McCracken)

Elnitskiy, L. *O bosporskikh amfornykh kleymakh*. Discussion of marks on amphoras found at Bospora, a town of the Tauric Chersonese.

VDI 12-13 (1940) 318-24

(McCracken)

Ershov, S. *Arkheologicheskie pamyatniki levovo berega Amu-Dari* (*Kratkie itogi arkheologicheskovo obsledovaniya 1939 g.*). Archaeological monuments on the left bank of the Amu-Dari (concise results of the archaeological investigations in 1939). Rock-cut structures. Illustrated.

VDI 14 (1941) 184-92

(McCracken)

Levi, Doro. *The Amphitheatre in Cagliari*. A history of the monument, two-thirds of which are cut from the rock, and an account of the recent excavations. III.

AJA 46 (1942) 1-9

(Walton)

Pope, Arthur Uptham. *Symboism of the "Battlement" Motif*. A warning against assuming, without definite proof, that any motif in pre-Islamic Middle Eastern art has ceased to be symbolic and become merely decorative.

AJA 46 (1942) 93

(Walton)

Sholpo, N. A. *K voprosu o drevneegipetskikh zaupo-koynikh statuetkakh, imenuemykh "ushebti."* On the question of the ancient Egyptian mortuary statues of the type known as 'ushebti.' Illustrated eight figures.

VDI 11 (1940) 35-44

(McCracken)

Torstov, S. *Drevnosti Verkhnevo Khorezma* (*Osnovnye itogi rabot Khorezmskoy ekspeditsii IIMK 1939 g.*). Antiquities of Upper Khorezma (Principal results of the work of the 'IIMK' expedition in 1939). Pottery, statuettes, topography. Abundantly illustrated.

VDI 14 (1941) 155-84

(McCracken)

PALAEOGRAPHY. TEXT CRITICISM

Buttenwieser, Hilda. *Popular authors of the Middle Ages: the testimony of the manuscripts*. Even in the Renaissance, humanists began to reprobate their predecessors for ignorance of the Latin classics. Present-day mediaevalists have accorded somewhat more generous recognition to the rôle of classical authors in the life and thought of the Middle Ages, but have been handicapped by lack of accurate information about the actual manuscripts of classical authors extant today. Erroneous tradition as to the number of manuscripts available for particular authors clings tenaciously in critical editions and handbooks of Latin literature. Statius, Lucan, Pliny the Elder, and Horace are cited as typical authors who are represented by many more manuscripts than is customarily stated in such sources. Priscian is one of the few writers who have met with exaggeration rather than understatement. Accurate information as to the number and distribution of exemplars is found only in the case of authors distinguished by an extreme paucity of manuscripts.

Speculum 17 (1942) 50-5

(Heironimus)

Ives, Samuel A. *Corrigenda and addenda to the descriptions of the Plimpton manuscripts as recorded in the De Ricci Census*. The Census of Mediaeval and Renaissance Manuscripts in the United States and Canada (New York 1935-40), by Seymour de Ricci and W. J. Wilson, has been found singularly defective in its listing and description of the three hundred-odd manuscripts of the Plimpton Library, now a part of the Columbia University Library. Dr. Ives has prepared a tentative list of corrigenda and addenda in the hope that librarians and curators of other collections may recheck their holdings and collaborate in a volume of revisions. In the case of the Plimpton collection, six undescribed manuscripts must be added, and corrections made with regard to authorship and title, analysis of contents, dating by script or colophon, counting of leaves, etc., in 167 others—more than half of the total of 305.

Speculum 17 (1942) 33-49

(Heironimus)

RECENT PUBLICATIONS

Compiled by Lionel Casson and Bluma L. Trell from the American, British, French and German weekly, and Italian monthly, bibliographical publications, and from books received at the editorial offices. Prices have not been confirmed.

ANCIENT AUTHORS

New Testament. TORREY, CHARLES CUTLER. Documents of the Primitive Church. xviii, 309 pages. Harper, New York 1941 \$3.50

Philo. COLSON, F. H. Philo with an English Translation in ten volumes. Volume IX. x, 547 pages. Harvard University Press, Cambridge; William Heinemann, London 1941 (Loeb Classical Library) \$2.50

Seneca. ALEXANDER, WILLIAM HARDY. Seneca's *Epistulae Morales*: The Text Emended and Explained (XCIII-CXXIV). 42 pages. University of California Press, Berkeley and Los Angeles 1942 (University of California Publications in Classical Philology, Vol. 12, No. 10)

Servius. HACKEMANN, LOUIS F. Servius and His Sources in the Commentary on the Georgics. ix, 90 pages. Privately printed, New York 1940 (Dissertation, Columbia University)

Theocritus. FONTENROSE, JOSEPH E. *Varia Critica*. 8 pages. University of California Press, Berkeley and Los Angeles 1942 (University of California Publications in Classical Philology, Vol. 12, No. 11)

Thucydides. Thucydides, Translated into Modern Greek by E. VENISELOS and DEMETRIUS CALCLAMANOS. Two volumes: xx, 363, 304 pages. Oxford University Press, London 1941 21s.

Virgil. FLETCHER, FRANK. Virgil, *Aeneid VI*, Edited with Introduction and Commentary. xxxi, 111 pages. Oxford at the Clarendon Press; Oxford University Press, New York 1941 \$1.25

LITERARY HISTORY. CRITICISM

FONTENROSE, JOSEPH E. See above under Theocritus. Harvard Studies in Classical Philology, edited by a Committee of the Classical Instructors of Harvard University. Volume LII, with an Index of Authors and Subjects, Volumes I-L. 159 pages, 4 figures, 10 plates. Harvard University Press, Cambridge 1941 \$2

KER, N. R. Medieval Libraries of Britain. A List of Surviving Books. Royal Historical Society, London 1941 7/6

HISTORY. SOCIAL STUDIES

DAY, JOHN. An Economic History of Athens under Roman Domination. xi, 300 pages. Columbia University Press, New York 1942 \$3.50

GODOLPHIN, FRANCIS R. B. The Greek Historians. The complete and unabridged works of Herodotus (translated by George Rawlinson), Thucydides (translated by Benjamin Jowett), Xenophon (translated by Henry G. Dakyns), Arrian (translated by Edward J. Chinnock). Edited, with an introduction, revisions and

DAVIS, HOMER W., Ed. *Greece Fights. The People Behind the Front*. 96 pages, 2 illustrations. American Friends of Greece, New York 1942 \$1

additional notes. Vol. 1: xxxviii, 1001 pages; Vol. 2: iv, 964 pages. Random House, New York 1942 \$6

PHILOSOPHY. RELIGION. SCIENCE

GRAY, J. GLENN. Hegel's Hellenic Ideal. viii, 104 pages. King's Crown Press, New York 1941 \$1.50

HAMILTON, EDITH. Mythology. xiv, 497 pages, illustrated. Little, Brown, Boston 1942 \$3.50

PERSSON, AXEL W. The Religion of Greece in Prehistoric Times. ix, 189 pages, 29 plates, 29 figures. University of California Press, Berkeley and Los Angeles 1942 (Sather Classical Lectures, Volume 17) \$2

VON SCHEFFER, THASSILIO. Hellenische Mysterien und Orakel. 183 pages, illustrated, 8 plates. Spemann, Stuttgart 1940 4.80 M.

THOMAS, IVOR. Selections Illustrating the History of Greek Mathematics with an English Translation in two volumes. Volume II. x, 683 pages. Harvard University Press, Cambridge; William Heinemann, London 1941 (Loeb Classical Library) \$2.50

SCHOOLBOOKS

DIAMOND, WILFRID JOSEPH. Church Latin and Your Missal. Liturgical Latin: A Simple Method of Learning the Latin of the Missal for Private Study and as a Class Text in High Schools, Novitiate and Study Clubs. xvi, 346 pages. Benziger, New York 1941 \$2.50

RIFE, JOHN MERLE. Beginning Greek Book Based on the Gospel According to Mark. 119 pages. Lawrence Letter Service, New Concord 1941 \$2.25 mimeographed.

SPILMAN, MIGNONETTE. Medical Latin and Greek. 88 pages. Author, Salt Lake City 1941 \$2.25 litho-printed.

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BALÁSZ, GYÖRGY. Egy feltárt bibliai város. 116 pages. Budapest 1940

KIDD, B. J. Documents Illustrative of the History of the Church. Volume 3, c. 500-1500. 248 pages. Society for the Promotion of Christian Knowledge, London 1941 7/6

SPEISER, E. A. Introduction to Hurrian. xxx, 230 pages. American Schools of Oriental Research, New Haven 1941 (ASOR Annual, Vol. XX) \$2.50

WEBER, SHIRLEY H., Ed. Schliemann's First Visit to America, 1850-1851. ix, 111 pages. Published for the American School of Classical Studies at Athens by the Harvard University Press, Cambridge 1942 (Gennadion Monographs II) \$2.50

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COHEN, JAKOB. *Judaica et Aegyptiaca: de Macabaeorum libro III quaestiones historicae*. vi, 67 pages. De Waal, Groningen 1941 (Dissertation, Groningen)

FRIDRICHSON, ANTON. *Coniectanea neotestamentica*, 4. 16 pages. Seminarium Neotestamenticum Upsaliense, Uppsala 1940 (0.75 M.)

GORDON, ERNST. Notes from a Layman's Greek Testament. 371 pages. Wilde, Boston 1941 \$2

PFEIFFER, ROBERT H. Introduction to the Old Testament. xiii, 917 pages. Harper and Brothers, New York (1941)

SCHNELLER, LUDWIG. *Tischendorf-Erinnerungen*. Merk-würd. Geschichte e. verlorenen Hs. 128 pages, ill. Wallmann, Leipzig 1940 2.50 M.